East Greenwich School Department

Programming worksheets

Name: Date: 1/17/2012

DOB: 12/15/2011 Reporter: Patricia Rakovic MA CCC. CAGS

This report takes is a summary of the information obtained through the Underlying Characteristic Checklist, the Individual Strength and Skills and the Global Planning Sheet. These were done to better drive instruction and to serve as baseline information for assessment.

**UCC- High Functioning**

**Underlying Characteristics Checklist**

*This is a compilation of results from teacher, therapist and mother*

*Items that were not endorsed were deleted so that this only contains those items endorsed by one party.*

**Social**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Item** | **Endorsed** | **Notes** | **Follow-up** |
| 1 | Has Difficulty recognizing the feelings and thoughts of others (mindblindness) |  | ***Recognizes tears/unhappy***  ***Laughter/happy***  ***Frustrations at others*** |  |
| 2 | Uses poor eye contact | **X** | **Will stare off at times talking to a person but not sustaining consistent eyecontact** |  |
| 4 | Lacks tact or appears rude | **X** | **No filters in any environment** |  |
| 5 | Has difficulty making or keeping friends | **X** | **Difficulty in both environments** |  |
| 6 | Has difficulty joining an activity | **x** | **In class will join classmates but not at recess.**  **Only if its in his interest** |  |
| 7 | Is naïve, easily taken advantage of or bullied | **x** | **Could be, but can be very outspoken** |  |
| 8 | Tends to be less involved in group activity than most same-age individuals | **X** |  |  |
| 10 | Has difficulty understanding jokes | **x** |  |  |

**RESTRICTED PATTERNS OF BEHAVIOR, INTERSTS, AND ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Item** | **Endorsed** | **Notes** | **Follow-up** |
| 12 | Expresses strong need for routine or “sameness” | **x** | **On many different levels** |  |
| 13 | Expresses desire for repetition | **x** |  |  |
| 14 | Has eccentric or intense preoccupations/absorption in own unique interests | **x** | **Talks to himself** |  |
| 17 | Displays repetitive motor movements (e.g. flaps hands, paces, flicks fingers in front of face) |  |  |  |
| 18 | Has problems handling transition and change | **x** | **Would prefer to have a set schedule**  **Hates double fire drills** |  |
| 19 | Has a strong need for closure or difficulty stopping a task before it is completed | **x** | **Needs closure but can stop a task** |  |

**COMMUNICATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Item** | **Endorsed** | **Notes** | **Follow-up** |
| 21 | Makes sounds or states words or phrases repeatedly ( non-ecohlalic) (e.g. humming, “well actually”) | **X** | **hums** |  |
| 23 | Displays immediate or delayed echolalia (e.g. recites lines from movies, repeats another person’s questions or statements, repeats sounds) | **x** | **Recites lines from**  **Television shows** |  |
| 24 | Interprets words or conversations literally/has difficulty understanding figurative language | **x** |  |  |
| 25 | Has difficulty with rules of conversation (e.g. interrupts others, asks inappropriate questions, makes poor eye contact, has difficulty maintaining conversation) | **x** |  |  |
| 26 | Fails to initiate or respond to social greetings | **x** |  |  |
| 27 | Has difficulty using gestures and facial expressions | **x** |  |  |
| 28 | Has difficulty starting, joining, and/or ending a conversation | **x** |  |  |
| 29 | Has difficulty asking for help | **x** | **Just says “ I can’t do this.”** |  |
| 30 | Makes irrelevant comments | **x** | **Chimes in with TV talk** |  |
| 31 | Has difficulty expressing thoughts and feelings | **x** |  |  |
| 33 | Gives false impression of understanding more than he/she actually does | **x** | **Will say he understands but doesn’t** |  |
| 36 | Uses mechanical, “sing-song” voice or speech sounds unusual in other ways (e.g. prosody, cadence, tone) | **x** |  |  |
| 37 | Has difficulty following directions | **x** | **If there is multiple instructions** |  |
| 38 | Has difficulty understanding language with multiple meanings, humor, sarcasm, or synonyms | **x** |  |  |
| 39 | Has difficulty talking about others ‘interests | **x** |  |  |

**SENSORY DIFFERENCES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Item** | **Endorsed** | **Notes** | **Follow-up** |
| 41 | Responds in an unusual manner to sounds (e.g. ignores sounds or overreacts to sudden, unexpected noises, high-pitched continuous sounds, or complex/multiple noises) | **X** | **Gets very anxious about loud sounds**  **Fire drill are extremely difficult**  **Also ringing of phone** |  |
| 42 | Responds in an unusual manner to pain (e.g. overacts or seems unaware of an illness or injury) | **x** | **overacts** |  |
| 49 | Makes noises such as humming or singing frequently |  | **hums** |  |

**COGNITIVE DIFFERENCES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Item** | **Endorsed** | **Notes** | **Follow-up** |
| 52 | Displays poor problem-solving skills | **x** | **Hard time solving problems** |  |
| 53 | Has poor organizational skills | **x** |  |  |
| 54 | Withdraws into complex inner worlds/fantasizes often | **x** | **Pretends to be fictional characters**  **Often daydreams with big smile on face.** |  |
| 55 | Is easily distracted by unrelated details-has difficulty knowing what is relevant or makes off-topic comments | **x** | **He speaks whatever he is thinking** |  |
| 56 | Displays weakness in reading comprehension with strong word recognition | **x** | **Has difficulties and gets frustrated** |  |
| 58 | Has difficulty applying learned skills in new settings | **x** |  |  |
| 59 | Has academic skill deficits | **x** | **Has difficulties with math, reading comprehension** |  |
| 60 | Has attention problems | **x** | **He is very easily distracted** |  |
| 61 | Displays very literal understanding of concepts | **x** |  |  |
| 62 | Recalls information inconsistently (i.e., seems to forget previously learned information). | **x** |  |  |
| 63 | Has difficulty understanding the connection between behavior and resulting consequences | **x** | **Doesn’t react well to potential negative consequences** |  |

**MOTOR DIFFERNCES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Item** | **Endorsed** | **Notes** | **Follow-up** |
| 67 | Has poor handwriting | **x** |  |  |
| 69 | Writes slowly | **x** |  |  |
| 70 | Displays atypical activity level (e.g. over-active, under-active/hypoactive |  |  |  |
| 71 | Has athletic skills deficits | **x** | **No desire to do any strenuous activities** |  |
| 73 | Displays unusual body postures and movements or facial expressions (e.g. odd postures, stiffness, “freezing”, facial grimacing) | **x** |  |  |
| 74 | Has difficulty starting or completing actions (e.g. may rely on physical or verbal prompting by others) | **x** |  |  |

**EMOTIONAL VULNERABILITY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Item** | **Endorsed** | **Notes** | **Follow-up** |
| 76 | Is easily stressed-worries obsessively | **x** | Will get very anxious about off schedule scenarios, TV shows, fire drills, being late |  |
| 78 | Has unusual fear response (e.g. lacks appropriate fears or awareness of danger or is overly fearful) | **x** |  |  |
| 79 | Appears anxious | **x** | **In new situations** |  |
| 80 | Exhibits rage reactions or “meltdowns” | **x** | **When things don’t go his way** |  |
| 87 | Has difficulty identifying, quantifying, expressing and/or controlling emotions (e.g. can only recognize and express emotions-“emotionally flat” | **x** |  |  |
| 88 | Has a limited understanding of own and others’ emotional responses | **x** |  |  |
| 89 | Has difficulty managing stress and /or anxiety | **x** | **Has a tough time regrouping while having a meltdown** |  |

**Individual Strengths and Skills Inventory**

Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

When designing an effective intervention plan, it is important to consider individual strengths. Please describe strengths in the following areas:

This was taken from Pat’s mother and this examiner

|  |
| --- |
| **Social** |
| Pat really enjoys and forward to being with family members |
| Pat has a circle of friends that he has playdates with and who he speaks about. |
| **Behavior, Interests, and Activities** |
| He has matured with his meltdowns |
| Pat enjoys swimming, gymnastics, computer, video games and watching TV |
| **Communication** |
| Verbal |
| Understands and can follow a visual schedule |
| Can carry on a conversation on a preferred topic |
| Mother reported “ He expresses himself typically.” |
| **Sensory** |
| **Cognitive** |
| Has a good understanding of what is expected from him most of the time as related by mom |
| **Motor** |
| Physically active |
| Does gymnastics |
| **Emotional** |
| Pat is a happy boy |

**Global Intervention Plan: Guide to Establishing Priorities**

Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

Directions: Following completion of the UCC and ISSI, the next step is to identify UCC **areas** and **items** that will result in a *meaningful* Global Intervention Plan. Consideration of priorities and strengths for an individual facilitates selection of UCC areas and items. The following questions are provided as a guide.

*This information was completed with Mr. Batista, Pat’s dad and the reporter, Patricia Rakovic, Pat’s speech and language pathologist with input from his resource teacher, Sean Keene.*

|  |  |  |
| --- | --- | --- |
| **Selecting UCC Areas** | **Vision** “Begin with the end in mind” – Stephen R. Covey | |
|  | * What is the short and long-term vision of/for the individual?   *Note that “short-term” and “long-term” may be defined differently in order to be meaningful.* | |
|  | Long term: self sufficient | |
|  | Short term: To be able to do his homework with limited help  To read a book and be able to comprehend it.  To reduce his anxiety  To reduce his echolalia and increase his sustained attention | |
|  | * Which UCC **areas** would have the greatest impact on achieving this vision? | |
|  | Emotional Vulnerability, Cognitive, Communication | |
|  | **Settings** | |
|  | * In what settings does the individual participate? | |
|  | Regular classroom, resource room, gym, music, art, therapy room, community | |
|  | * Which UCC **areas** have the greatest impact on the individual’s ability to function in multiple settings? | |
|  | Emotional Vulnerability, Cognitive, Communication | |
|  | **Quality of Life** | |
|  | * What is most important to the individual? What provides a sense of well-being?   *Consider independence, relationships, play/leisure activities, safety, health, etc.* | |
|  | Family’s concern is independence. Pat thrives on routine, structure and predictability. He does have some restricted interests that give him pleasure and are frequently his topic of conversations. | |
|  | * Which UCC **areas** have the greatest impact on the individual’s quality of life? | |
|  | Communication, Emotional Vulnerability, Cognitive | |
|  | **Key UCC Areas** | |
|  | Based on your answers to the questions above, place a check **X** next to the key UCC **areas**.  *Transfer to the* ***Areas of Concern*** *section of the Ziggurat Worksheet.* | |
|  | Social  Restricted Patterns of Behavior Interests, and Activities  x Communication  Sensory Differences | x Cognitive Differences  Motor Differences  x Emotional Vulnerability  Known Medical or Other Biological Factors |

|  |  |  |
| --- | --- | --- |
| **Selecting UCC Items** | **Key UCC Items** | |
| Select key UCC **items** for *each* of the UCC **areas** listed above. Choose items that are essential (necessary for progress) and developmentally appropriate. Emphasize items that are more pivotal (building blocks for additional skills). Avoid selecting redundant items. | |
|  | |
| Write key item numbers and descriptions below. These items will be used to develop interventions keeping strengths and skills (identified on the ISSI) in mind. | |
|  | |
| *Transfer items to the* ***Selected UCC Item*** *section of the Ziggurat Worksheet. Develop interventions.* | |
| # 37:Communication: difficulty following directions | # 59 Cognitive: has academic skills deficit |
| # 56 Cognitive Displays weakness in reading comprehension with strong word recognition | # 76 Emotional Vulnerability: Is easily stressed- worries obsessively |
| #78 Emotional Vulnerability: Has unusual fear response | #60 Cognitive Has attention problems |
| #89 Emotional Vulnerability: Has difficulty managing stress and/or anxiety | #33 Communication:Gives false impression of understanding more than he/she actually does. |